

DOCUMENT RESUME

ED 145 912

JC 770 531

AUTHOR Dudgeon, Paul J.; And Others
 TITLE The CAAT Student Survey; An Affect Assessment Questionnaire for Ontario Colleges of Applied Arts and Technology's Adult Training Students.
 INSTITUTION Canadore Coll., North Bay (Ontario).
 SPONS AGENCY Department of Manpower and Immigration, Ottawa (Ontario); Ontario Ministry of Colleges and Universities, Toronto.
 BUREAU NO. 7528
 PUB. DATE Aug 77
 NOTE 75p.; Appendix D is copyrighted and therefore not available. It is not included in the pagination; Best copy available
 EDRS PRICE MF-\$0.83 HC-\$3.50 Plus Postage.
 DESCRIPTORS *Adult Basic Education; Adult Students; Communication Problems; Community Colleges; Foreign Countries; Individualized Instruction; Junior Colleges; Program Length; *Questionnaires; *Student Attitudes; Student Needs; Student Problems; Surveys; *Technical Education; *Technical Institutes
 IDENTIFIERS *Ontario

ABSTRACT

The adult training programs of the Colleges of Applied Arts and Technology of the Ontario community college system are designed to provide adult students with secondary education degrees, commercial training, and technical training. In order to assess affective aspects of these programs, Canadore College developed a 174-item questionnaire and administered it to 758 adult training students representing a wide range of training courses at eight colleges. In addition, 218 of the 758 questionnaire recipients were interviewed to obtain feedback both about the instrument itself and about the issues it raised. Results indicated that adult students perceived 10 general problem areas: (1) dealing with the authority figures, (2) differentiating the areas of college responsibility from those of Manpower, (3) completing the secondary education degree within the 52-week maximum time period, (4) feelings of isolation accompanying individualized instruction, (5) feeling inferior to post-secondary students, (6) lack of information about college facilities, regulations, and courses, (7) lack of a physical education program, (8) pressures associated with testing, (9) irrelevance of required courses, and (10) antagonism toward some types of teachers. The questionnaire, which "needs to be condensed and revised," is appended. (DC)

ED145912
770581
2
ERIC
Full Text Provided by ERIC

PERMISSION TO REPRODUCE THIS
MATERIAL HAS BEEN GRANTED BY

Paul J. Dudgeon

TO THE EDUCATIONAL RESOURCES
INFORMATION CENTER (ERIC) AND
USERS OF THE ERIC SYSTEM

U.S. DEPARTMENT OF HEALTH
EDUCATION & WELFARE
NATIONAL INSTITUTE OF
EDUCATION

THIS DOCUMENT HAS BEEN REPRO-
DUCED EXACTLY AS RECEIVED FROM
THE PERSON OR ORGANIZATION ORIGIN-
ATING IT. POINTS OF VIEW OR OPINIONS
STATED DO NOT NECESSARILY REPRE-
SENT OFFICIAL NATIONAL INSTITUTE OF
EDUCATION POSITION OR POLICY

The CAAT Student Survey

An Affect Assessment Questionnaire for Ontario Colleges of Applied Arts and Technology's Adult Training Students

Affect Assessment, Federal Project 7528, is sponsored
by the Industrial Training Branch, Province of Ontario,
and the Canada Department of Manpower and Immigration
in co-operation with the Colleges of Applied Arts &
Technology

Copyright (C) 1976 by her Majesty the Queen in Right
of Ontario as represented by the Minister of Colleges
and Universities.

Project Administrative Staff

Project Director

Paul J. Dudgeon, Dean
Continuing Education Division
Canadore College
North Bay, Ontario, Canada

Project Staff

John Brock, Chairman
Continuing Education Division

Ted Boyd, Chairman
Continuing Education Division

Clive Copeland
Educational Development Officer
Continuing Education Division

Joan Sharman
Affect Assessment Project
Educational Development Officer

TABLE OF CONTENTS

	<u>Page</u>
Rationale	1
Development	1
Administration	2
Survey Results	5
Problems Identified	6
Technical Information	11
Future Development	11
Conclusion	13

APPENDICES

- A. Sample findings from the CSS computer-processed data
- B. Clusters and their definitions
- C. CAAT Student Survey
- D. Q.S.L.
- E. Minnesota School Affect Assessment
- F. CAAT Manual

...1

RATIONALE.

Accountability in education must take into consideration the affective aspects of student learning. It is no longer tenable to assume that teachers or other college personnel universally know what their students' perceptions actually are (given the heterogeneous student populations) without the assistance of a practical, empirical measuring tool. The CAAT student Survey (CSS) is a questionnaire that, augmented by group discussions and individual interviews, attempts to discover the perceptions and feelings of adult training students about their training programs, and, to some extent, about themselves. Since, however, the CSS is still in the process of development, the results from it are considered tentative.

The CSS is designed to discover, from the students' perspective, the strengths and weaknesses of college programs. Such information can be used by faculty and administrators in considering such college concerns as teaching and learning situations, staff development, personnel hiring and budgeting. The use of such direct and systematic information should help to lower dropout rates, improve student retention of course objectives, and, in general, raise the efficiency of student learning without raising the cost factor.

DEVELOPMENT.

In its original search for an instrument to measure the affective aspects of adult training programs, Canadore College could discover no material designed for adult students in academic upgrading or skill-training programs. The Minnesota School Affect

Assessment (Minnesota) and the Quality of School Life (QSL) instruments, both designed for American elementary and high school children, seemed to offer good bases from which to work. But both instruments required extensive revision to reflect the unique needs of adult students. In addition, because the colleges themselves may vary from one another in ways that are important to student learning, a section for local option items was added so that each college could, if desired, survey specific interests as a reflection of its own needs for information. The CSS went through eight months of revisions, using input from the Canadore staff, from other community colleges, and from consultations with Dr. Kin-Shing Lun and Dr. Joyce Epstein (originators of the Minnesota and Quality of School Life instruments, respectively), before a useable format was arrived at. The present survey instrument is composed of four distinct parts: the revised QSL, the revised Minnesota, a set of open-ended questions, and, at colleges so choosing, a set of up to 24 local option items.

ADMINISTRATION.

The CSS was administered to 758 adult training students and 218 of them, chosen at random, were privately interviewed. The following eight geographically representative Ontario Colleges of Applied Arts & Technology were chosen to participate in the project. (There are 22 Colleges of Applied Arts & Technology in the Ontario Community College system):

Northwest: Confederation College of Applied Arts & Technology, Thunder Bay, Ontario.

Northeast: Cambrian College of Applied Arts & Technology, Sudbury, Ontario.

Canadore College of Applied Arts & Technology, North Bay, Ontario.

Northern College of Applied Arts & Technology, South Porcupine, Ontario.

Central: Humber College of Applied Arts & Technology, Lakeshore Campus III, Toronto, Ontario.

Conestoga College of Applied Arts & Technology, Waterloo Campus, Waterloo, Ontario.

Southwest: St.Clair College of Applied Arts & Technology, Windsor, Ontario.

East: Loyalist College of Applied Arts & Technology, Belleville, Ontario.

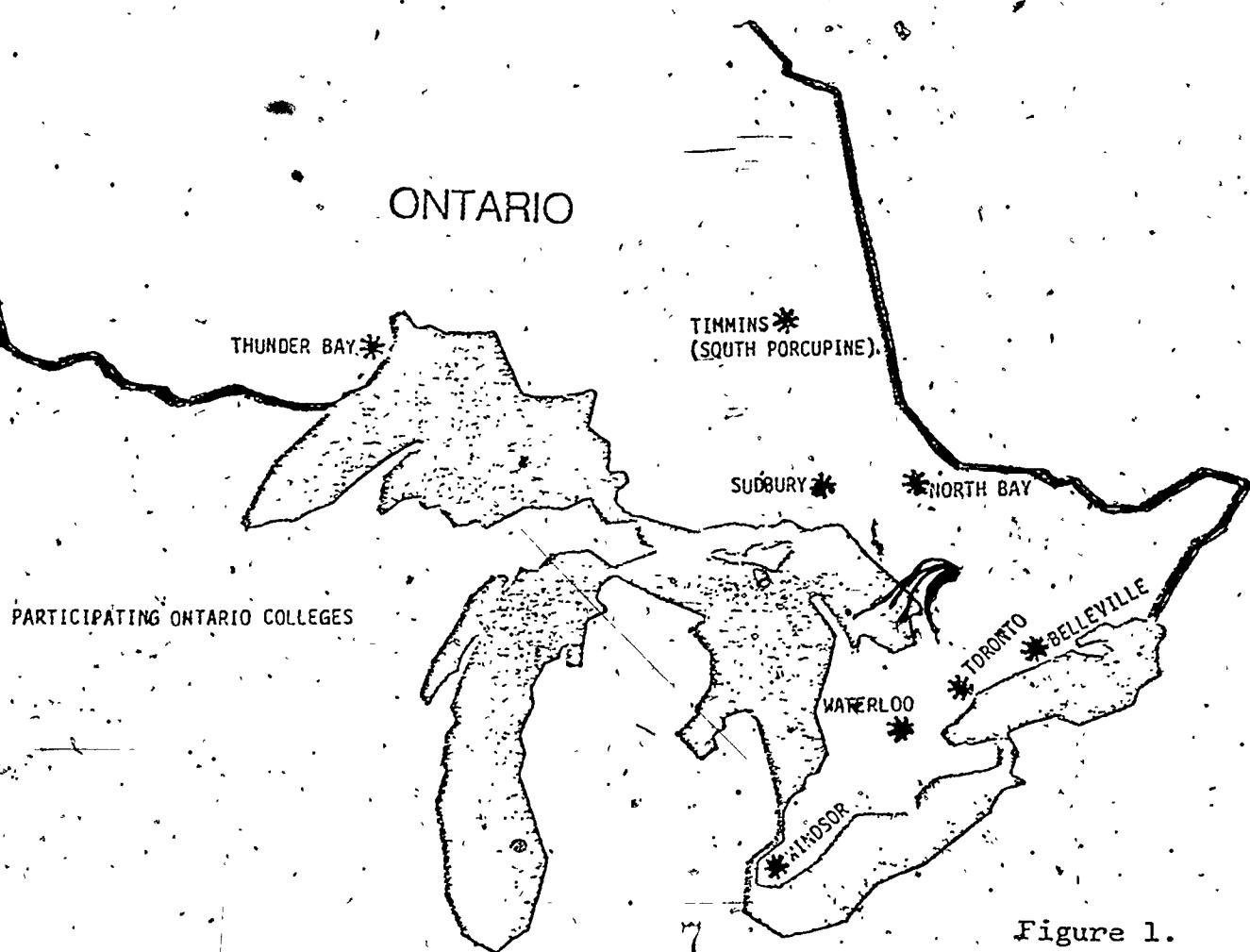


Figure 1.

Students surveyed represented a wide range of adult training courses. In addition to academic upgrading and general commercial courses, students surveyed were in such varied areas of study as offset printing, welding, food preparation, appliance servicing, electronics, forestry filers, cutters and skidders, accounting.

At each of the five colleges choosing to use the "Local Option" section of the CSS, the items were worked out and scaled by the particular college in co-operation with the survey administrators, and then attached to the general survey instrument.

At each college the following schedule was observed:

1. A pre-administration group discussion was held with the students to be surveyed (either with the group as a whole or with the students divided into several smaller groups). Its purpose was twofold: to explain to the students what the survey was all about and to reassure them that they were free to answer honestly.
2. The survey instrument, complete with "Local Options" where they were being used, was then filled out by the students.
3. A post-administration group discussion was held to obtain group feedback both about the instrument itself, and about the issues that it raised.
4. Individual interviews were held with students chosen at random, to obtain detailed criticism of the survey instrument and detailed feedback about the issues that it raised.

5

SURVEY RESULTS.

The information from each college was processed, partially by computer and partially by hand, for both individual colleges and in aggregate. From the 174 survey items, local option sections, and the discussions with students, the following data was obtained:

1. Responses to 164 items, arranged by cluster¹, were computer totalled (for each college individually and for the aggregate) by response category (for example: Strongly Agree, Agree, Disagree, Strongly Disagree). The aggregate data can be used to determine deviations from a provincial mean by individual colleges. Local Option items for the five individual colleges at which they were used were also computer totalled by response category.
2. Responses to the three subject specific items (13, 20, 22) were manually totalled.
3. Responses to the seven open-ended items (#168-174) were manually categorized and tabulated. As well, students' comments on these items were summarized for each college.
4. Summaries of notes taken from the students' group discussions and from their individual interviews were prepared for each college.
5. Background information (student's programs both present and completed, length of time in program, sex, age, and mother tongue) was manually tabulated. Such information can be related to responses to survey items.

¹ The CSS had a total (including local options groupings) of 18 clusters (and one group of "Independent" items) such as: "Teacher", "Satisfaction", "Commitment", "Locus of Control", "Academic".

6. For each item a special column marked "Difficulty" was set up to computer total the number of students who marked that survey item as a problem item.

PROBLEMS IDENTIFIED.

Through the survey process, eleven general problem areas, as perceived by students, were tentatively identified:

1. Authority, in its various forms, is a frequent problem for adult students. Some students have never been able to accept authority with ease. Some students see Manpower as a threat, not a benefactor (for example, eager to terminate students unfairly). Many students fear expressing honest opinions about anything to anyone they perceive, rightly or wrongly, as an authority figure, including in some instances college counsellors. (For some reason these students did not perceive the survey administrators as authority figures. Perhaps this can be accounted for because, except at Canadore, they were not resident on the same campus).
2. Manpower-College areas of authority cause confusion for many students. They are unable, generally, to differentiate whether the rules, the curriculum, and so on, are the responsibility of Manpower or of the college.
3. The "time" problem is important to some Manpower students who envy the Workmen's Compensation students their more generous time allotments. The 52 week maximum for upgrading is particularly difficult for the slow but serious student and the student who enters at a low level of attainment. The student who comes in at a K-4 level may have the same 52 weeks as a student who comes in at a Grade 9 level. Such a student is often discouraged when he/she realizes that eight or ten years' work must be covered in one year while his counterpart has a year to cover a year's make-up work.

...7

4. Students whose programs are totally individualized want some group teaching. Although they generally like individualization, they also feel isolated. Some allowance for such students to have group experience is regarded as very desirable. In addition, some students feel that they learn new material better in group teaching where, generally, lessons tend to be taught more thoroughly and where other (less shy) students tend to ask questions that clarify points for themselves as well. (Survey Item 163 reads "In school I would rather learn a lesson in a class than learn a lesson alone". Only 18% of the students responded "Never" or "Seldom".)
5. Adult Training students generally tend to feel that they are considered inferior by post-secondary students, and, in fact, they often see themselves as inferior. Where the adult training and post-secondary students share the same campus, this problem is greatly emphasized. At only one integrated campus that we visited, did this not seem to be a real problem..
6. Communications, or lack of it, appears to be a problem. A student, unaware of facilities, materials, options available to him, often is unwilling to ask. For example, groups of students at different colleges very much wanted to use the college gym facilities but simply presumed that they were unavailable to adult training students, and they had never asked. Gym facilities were, in fact, available for their use and some members of at least one faculty had wondered why the adult training students never made use of them. Some students had gone for weeks without text books because they were not told how and where to get them, and the students never asked. Many students feel that it would be helpful to have all such

facts, facilities, regulations, etc., explained to them and also given out in printed form. For courses, they prefer to have a detailed outline that tells them where they are and where they are expected to go, preferably itemized so that they attain a feeling of accomplishment in checking off items as they are completed. (Item 112 of the survey reads "I need to have a clear outline of what is offered in each subject"; 91% of the students agreed with this statement. Item 140 reads, "I like to know exactly what I'm supposed to be learning in school"; 90% of the students responded positively to this statement.)

7. When asked to rate the importance of "getting into good physical condition", 85% of the students responded "Important" or "Very Important" (survey Item 53). In group discussions and private student interviews, many students stated they felt the need of a physical education program. Students who have been physically active in their work-lives and who expect to find physically active employment again upon completion of their programs, find that a sedentary year is a shock to their systems and that they are not prepared, physically, for their future jobs. They would like physical education as a part of the Manpower program.
8. At some colleges, students feel so much pressure concerning tests, that they fear doing anything that is unrelated to passing the next test. For example, 91% of the students rated "tests" as "Important" or "Very Important" (survey Item 73).
9. Students frequently cited Science as an irrelevant subject as presently taught - irrelevant to their future goals. Students planning to take specific skills courses often suggested that aspects of Science

...9

relevant to their planned skills courses would be valuable to them. A number of students suggested studying such topics as health, nutrition, first aid, child care. [Item 41, 63% of the students rated Science as important. But Math (Item 40) was rated as important by 88%, and English (Item 42), by 83%.]

10. Some types of teachers were cited as problems. Much of a student's school experience is directly affected by teachers, and the student often focuses on the teacher as the centre of difficulties that may actually have other causes. It was a positive endorsement of adult training teachers, therefore, that teacher related problems were fewer than one might have expected.

The type of teacher against whom there seems to be the great antagonism, is the teacher who is perceived to be actually interfering with the learning process, such as the attention-getting teacher who spends the entire period telling jokes or talking about his/her personal affairs. This type of teacher apparently can be found at a number of colleges.

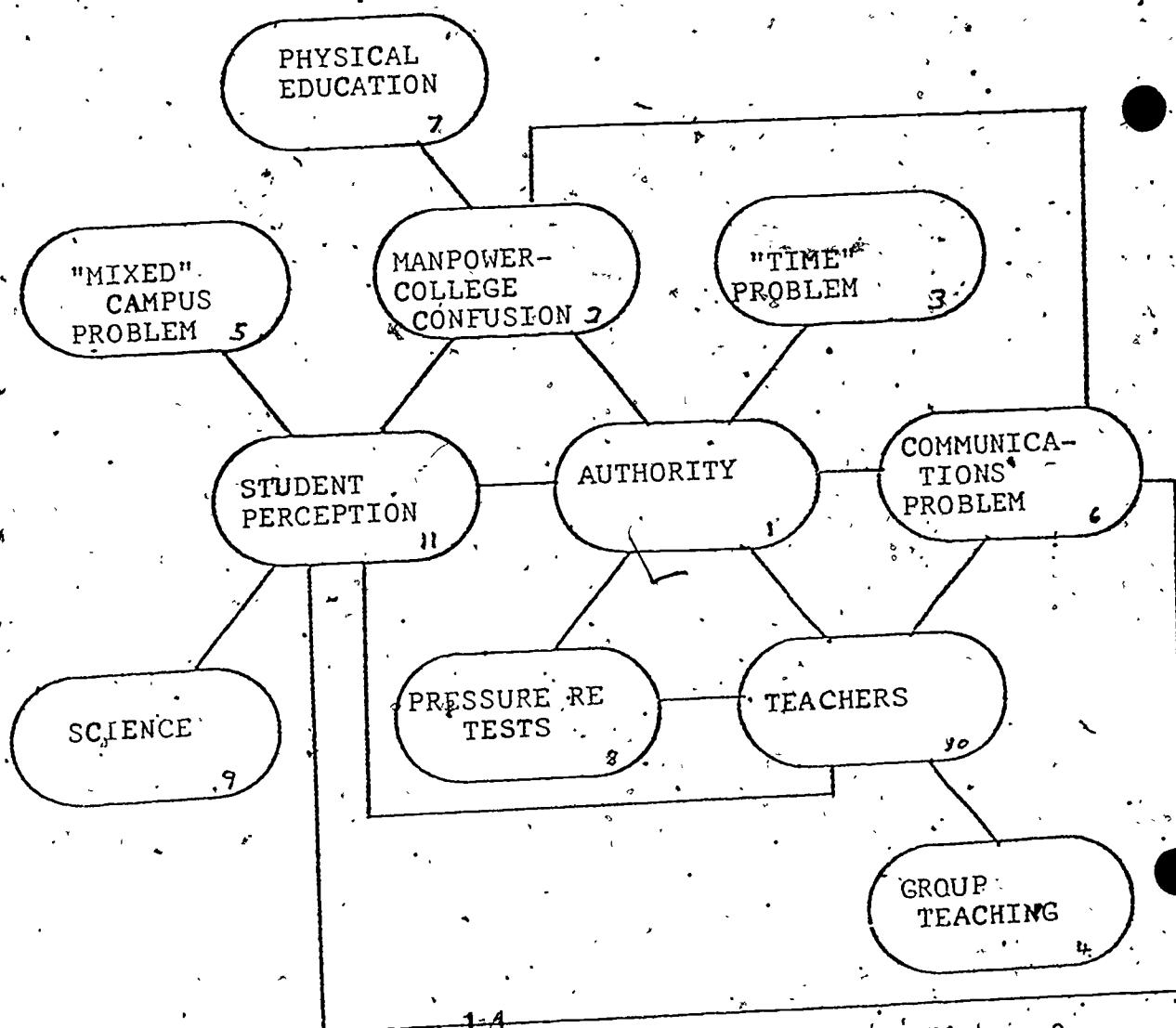
Students generally had high regard for their adult training teachers. (75% positive response to Teacher Cluster A²) However, some students perceive certain teachers as reluctant to help students, as making adult training students feel inferior, as embarrassing and/or insulting them, as perceiving their job as essentially "babysitting", as too often out of the classroom and therefore unavailable to help students, as treating adult students like small children, as lacking the patience to go over material repeatedly with slow students.

² Teacher cluster A consists of the 21 "Teacher" items on a 4-point scale (Items 2, 4, 6, 8, 10, 12, 14, 18, 21, 24, 76, 78, 100, 104, 110, 117, 126, 135, 136, 137, 139).

11. A final overall problem encountered was the problem of student perception. The facts may be one way, but very often the student seems them otherwise.

The problem of student perception can be extremely nebulous; it can also range from the students' attitudes towards Science to a student's reaction to a particular transaction with the teacher. It might be suggested that student perception be investigated as a possible cause of problems that do not yield readily to apparent solutions.

INTERRELATIONSHIPS OF PROBLEM AREAS



TECHNICAL INFORMATION.

In addition to information about students' perceptions and feelings, information was also obtained about the survey instrument itself. Totals in the "Difficulty" columns in the output are significant indicators of items requiring revision or deletion. Such information will be invaluable when the survey instrument comes to be condensed and revised. Reliability and co-relational checks run by Dr. Joyce Epstein on the QSL portion of the CSS confirm that that part of the instrument at least has "high reliability".³ In addition, Dr. Kin-Shing Lun is doing further validity and reliability testing of the Minnesota portion.

FUTURE DEVELOPMENT.

Now that the CSS has been administered at eight colleges, it needs to be condensed and revised in the light of findings from these administrations and in accord with suggestions made by teachers and administrators at the Dissemination Seminars held for the participating colleges. The format of the instrument, too, needs revision. Such a revision should be arrived at in consultation with media and computer advisors.

³ Letter and report from Dr. Joyce Epstein to Clive Copeland, May 24, 1977.

PHASE II REVISION OF THE CSS

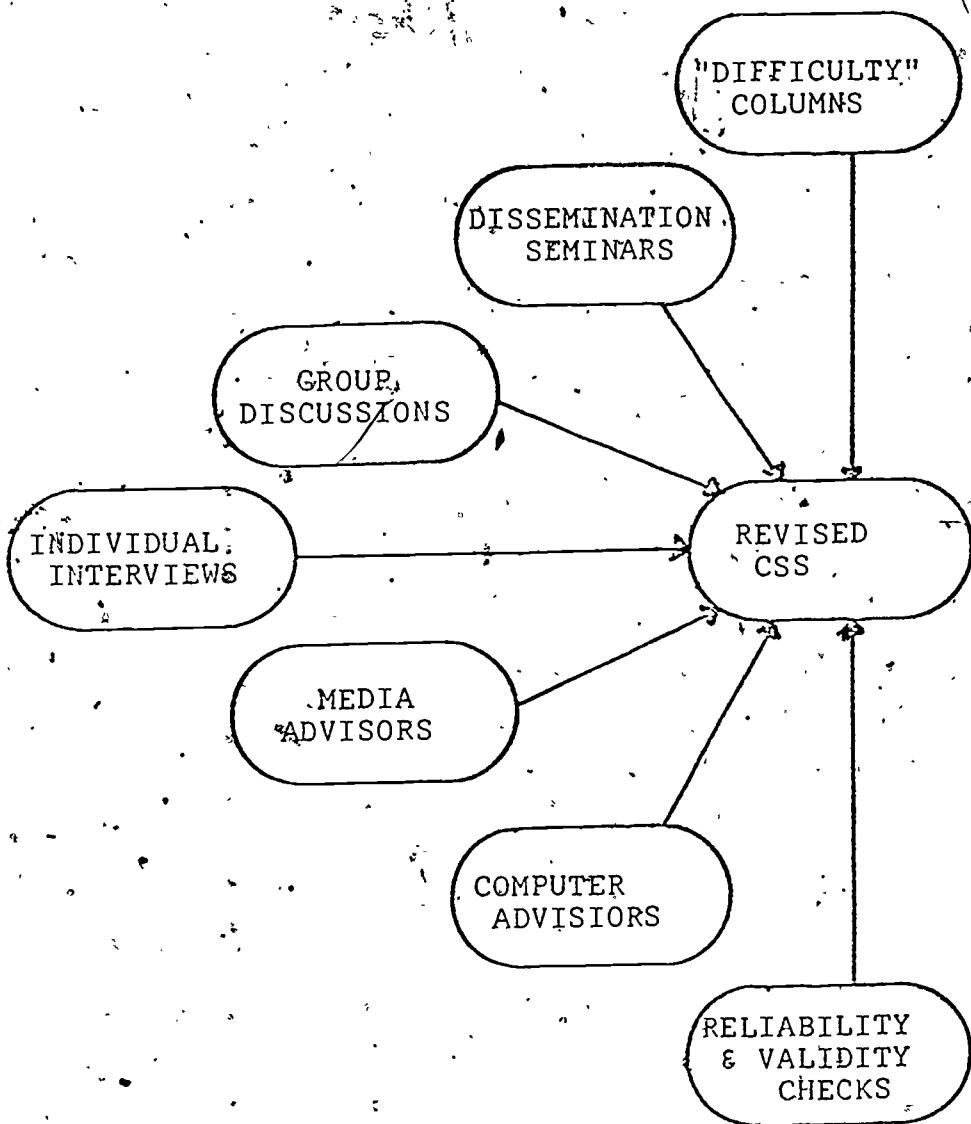


Figure 3.

CONCLUSION

...13...

When revisions have been completed, and a new format arrived at, the CSS should be more thoroughly tested, preferably with a minimum of 50 adult training students at each of the 22 Ontario community colleges. Through such extensive testing the CSS's validity and reliability can be further improved and norms can be established for the Ontario adult training population. In addition, such widespread administration of the CSS would acquaint all the community colleges with the value of affect assessment, with the existence of a suitable measuring instrument, and with the methods of administering the CSS.

SAMPLE FINDINGS FROM THE CSS COMPUTER-PROCESSED DATA

Responses to the CSS were prepared for each college individually and for the eight colleges in aggregate. Each college, therefore, can compare its results to the aggregate for each survey item (excluding Local Option items).

In the output, the computerized data was arranged by cluster (or category) such as "Teacher", "Satisfaction", "Commitment to School Work", "Locus of Control". This arrangement allows the colleges to examine items on a particular aspect of student perception as a unit. It also allows for arriving at cluster percentages for the total items in each group.

What follows is a brief discussion of some sample items. It must be kept in mind, however, that because the CSS is still in a developmental stage, information from it must be considered tentative.

Item 2: If I had a choice, I'd choose:
("Teacher")

1) the same teachers I have now	40%)
2) most of the teachers I have now	35%) 75%
3) a few of the teachers I have now	23%)
4) none of the teachers I have now	2%) 25%

Item 2 suggests that retraining students are generally satisfied with the teaching staff (a finding confirmed by other similar teacher items). Individual colleges, however, showed significant range of variation (31%). Regarding response categories

1 and 2 as positive, the percentage of students responding positively is 75 for the eight college aggregate. But at one college this percentage rose well above the aggregate to 87 (or + 12), while at another college, only 56% (or - 19%) of the students responded positively. Comparing data from an individual college to the aggregate can be helpful to a college in deciding whether a possible weakness or strength exists only in that college or generally throughout the system.

Item 24: My teachers care about students' feelings:
("Teacher")

Strongly agree	- 12%)	73%
Agree	- 61%)	
Disagree	- 24%)	
Strongly Disagree	- 3%)	27%

Again, the same two colleges registered the extreme variations.

At the first college, the favourable response (Agree and Strongly Agree) was 84% (+ 11%) and at the second college, the favourable response was 55% (-18%).

If through the CSS a college finds that responses from its students are consistently more negative than the aggregate in a particular cluster (in this case, the "Teacher" cluster), it can use such information to investigate the causes for the more negative student responses. It should be remembered, that the responses only point to a direction for investigation. On the bases of the above negative results, for example, it should not be immediately concluded that all problems lie with the teachers. Aspects of school that students connect with teachers need to be looked into. For example, students

often do not distinguish between the teacher and the curriculum, the teacher and the policies (not of his/her making) that the teacher must carry out, the teacher and misinformation that the student has about the program.

Item 105: There aren't enough teachers in our program: ("Satisfaction")

Strongly Agree	- 13%)	43%
Agree	- 30%)	
Disagree	- 50%)	
Strongly Disagree	- 6%)	56%

When close to half the students in the aggregate sample perceive that there are not enough teachers, it would be profitable for colleges generally to ascertain why the students feel this way. The statement may or may not be literally true. In individualized programs, students require assistance. If they find that it is not immediately available, they are often prevented from going on with their work. One problem is that in some courses in some colleges students must wait for help. Waiting in lineups to speak to a teacher, especially if the student's difficulty can be quickly solved, can become discouraging. If this occurs day after day, the discouragement increases, and a good deal of study time is lost. Another problem is that non-teaching responsibilities can take the teacher away from the learning situation for varying periods of time. If the teacher is not available to the student, he/she is not, in the eyes of the student, performing as a teacher at that time. Perhaps the possibility of more para-professionals, and/or more student tutors could be investigated.

Item 105, however, sees a great variation among colleges, a variation of 34%. At one college, 63% of the students felt that there were not enough teachers in their program. At another college, however, only 29% felt that there were not enough teachers.

Two Self-Concept items suggest that the retraining student, generally, has a positive view of himself/herself.

Item 37: If I could change I would be someone other than myself Item 132: I feel I am doing a good job of learning in school

Strongly Disagree	34%)	(16% Strongly Agree
Disagree	46%)	80% positive 92% Agree
Agree	15%)	6% Disagree
Strongly Agree	4%)	19% negative 7% Strongly Disagree

Most students express a positive attitude about themselves and about their involvement in their school work. This is an attitude that retraining teachers should be aware of and be able to build on.

Responses to Item 89 confirm the findings of Item 132.

Item 89: ("Locus of Control")	When I do poorly in school it is usually somebody else's fault:	
Strongly Disagree	- 38%)	95% positive (92% for Item 132)
Disagree	57%)	
Agree	4%)	
Strongly Agree	1%)	5% negative (7% for Item 132)

Students generally accept responsibility for their school work, and for their failures when they occur.

Item 93: I would rather have almost any job than go to school

Strongly Agree	2%	(4%)	Strongly Agree
Agree	4%	15%	Agree
Disagree	55%	37%	Disagree
Strongly Disagree	39%	28%	Strongly Disagree

Items 93 and 138 ("Satisfaction") suggest that retraining students generally see improving their education as more important than accepting a job compatible with their present educational level. This is, again, a positive attitude that retraining teachers should be able to build on.

The 9% difference in positive response between the two items can be accounted for by the difference in phrasing of the two items: "almost any job" in contrast to "a job". The latter is vague enough to allow some students to envisage a compatible job.

Items from the Academic cluster show that students in commercial and skill training as well as in academic courses, consider basic academic studies important:

	Very Important/ Important	Neutral	Unimportant/ Very Unimportant
40 Learning Math		10	2
41 Learning Science	63	23	14
42 Learning English	83	12	5
43 Learning Spelling	85	10	5
44 Learning Grammar	81	13	6
45 Learning to read better	85	10	6

Science is a subject that needs investigation throughout the colleges.

Why is it regarded as about 20% less important than the other upgrading studies? Discussions with students reveal some of the

difficulties (see "The CAAT Student Survey: An Affect Assessment Questionnaire for Ontario Community College Retraining Students", p. 8-9).

Item 59: Getting a job ("Doing")

Very Important/ Important	Neutral	Unimportant/Very Unimportant
94%	4%	2%

Few students perceive retraining programs as primarily educationally enriching. A very large percentage (94) see the value of their programmes as leading to a job. They are in school for a very practical purpose. To some extent, this attitude might account for the lower positive responses to Item 41; where they rate the importance of Science. They often fail to see it as a field of study (as presently taught) that has a direct relation to preparing them for a job; whereas, most students do regard basics such as Math, Spelling, Readings as directly related to the job world.

In examining student responses, consistency throughout a cluster is not to be expected. The nature of the items themselves dictate that positive responses are more probable for some items than for others. For example, responses to Item 135, "Most of my teachers go out of their way to help me," are likely to be less positive than responses to an item such as 12, "Most of my teachers listen to what I have to say". In the aggregate, Item 135 records 57% positive and Item 12, 91% positive. The teachers are expected to listen to the students; if they do not, something is wrong. But are they expected "to go out of their way to help"?

That 57% of the students believe that their teachers do so, suggests that a large number of teachers are really involved and caring

in relation to their students, and/or that students have low expectations of their teachers' responsibilities to them as students. Related items can be examined to suggest which, for most students, is the more probable explanation (Items such as 136 - "Most of my teachers care about my feelings," 139 - "Most of my teachers care about how much I learn").

Individual items can be examined, compared by individual colleges to the aggregate, and compared with other similar items. In addition, an overall view can be obtained by examining cluster totals. Since, on the CSS, the same cluster often had items on both four and five-part scales, many clusters have two parts: A for items on four-point scales and B for items on five-part scales.

At this stage in the development of the CSS, clusters have been tentatively established. In a Phase II development of the CSS, clustering will be more fully and more precisely developed.

Some examples of cluster totals from the administration of the present instrument are given below to illustrate the kind of overall view that they can, potentially, give.

TEACHER CLUSTER

A - Positive 76%, Negative 25%

B - Positive 51%; Neutral 83%, Negative 12%

SATISFACTION CLUSTER

A - Positive 76%, Negative 24%

B - Positive 65%, Neutral 29%, Negative 7%

COMMITMENT

A - Positive 86%, Negative 14%

B - Positive 56%, Neutral 33%, Negative 11%

LOCAL OF CONTROL CLUSTER

Internal - 75% External - 25%

SELF CONCEPT

Self - 76% Other - 24%

NEED FOR DIRECTION

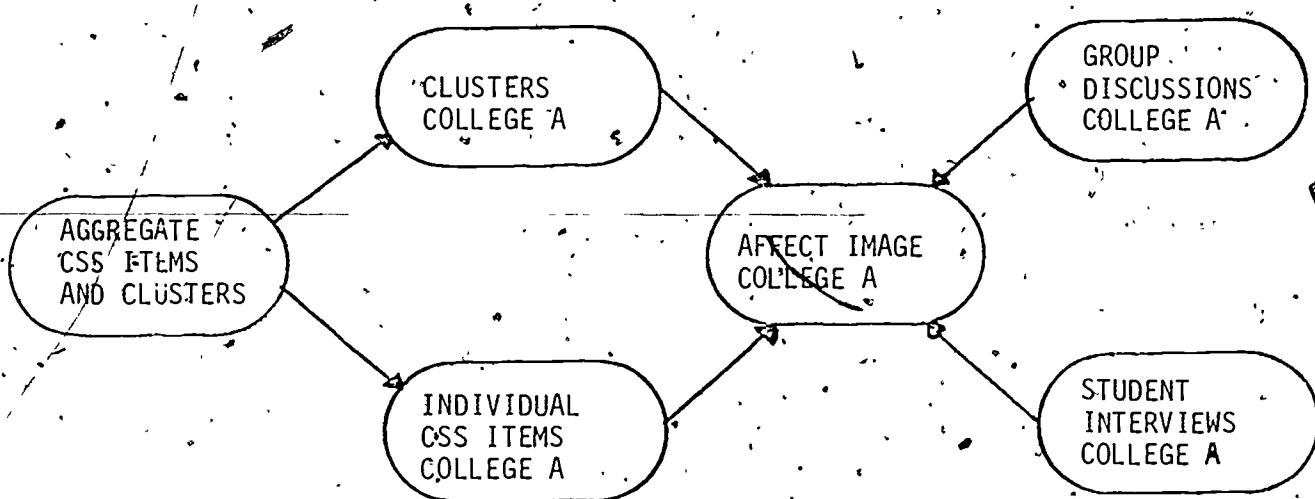
A - More - 56%, Less - 44%

B - More - 54%, Neutral - 29%, Less - 18%

SELF RELIANCE

Independent - 54%, Neutral - 33%, Dependent - 14%

By examining clusters and individual items for a particular college and comparing them to aggregate results, an indication of the college's strengths and weaknesses is obtained. Adding the information from student group discussions and individual student interviews gives a fairly detailed picture of the students' perceptions of their retraining programs at that college.



Clusters and Their Definitions
(including all Local Options)

CLUSTERS

T - Teacher

2, 4, 6, 8, 10, 12, 14, 16, 18, 21, 24, 27 (QSL)
76, 78, 100, 104, 110, 117, 126, 135, 136, 137, 139 (M II)

S - Satisfaction

3, 7, 11, 19, 25 (QSL)
84, 86, 93, 96, 105, 107, 113, 118, 120, 123, 124, 133
138, 141, 144, 148, 156, 166 (M II)

C (S-S) - Commitment (subject specific)

13, 20, 22 (QSL)

C - Commitment

1, 5, 9, 15, 17, 23, 26, 28 (QSL)
81, 87, 90, 99, 125, 143, 145, 151, 152, 159, 162 (M II)
LO-188 (Conestoga), LO-191 (Humber) (LO)

L-C - Locus of Control

29, 31, 33, 34, 36, 38, 39 (QSL)
89, 94, 108 (M II)

S-C - Self Concept

30, 32, 35, 37 (QSL)
77, 85, 92, 114, 115, 131, 132, 155 (M II)
LO-187 (Northern), LO-187 (Conestoga), LO-187 (Canadore) (L-O)

S-R - Self Reliance

147, 153, 154, 157, 160, 161 (M II)

N-D - Need for Direction

83, 91, 101, 112, 116, 119, 140, 146, 150, 165 (M II)

E - Conditions of Learning

62, 68 (M I)
80, 82, 88, 97, 102, 106, 111, 129, 130, 163, 164, 167 (M II)
LO-175, 176, 177, 178, 179, 181, 185, 189, 190, 191, 192
193, 198 (Northern) (L-O)
LO-175, 181, 185, 189, 192, 193, 198 (Conestoga) (L-O)
LO-180, 181, 186, 187, 190 (Humber) (L-O)
LO-175, 181, 185, 189, 192, 193, 198 (Canadore) (L-O)

- 2 -

(M) - Marks
98, 103, 121, 127 (M II)

(C) - Independent
60 (M I)
79, 95, 109, 122, 128, 134, 142, 149, 158 (M II)
LO-182, 183, 184, 188 (Northern), LO-182* (Conestoga),
LO-188, 189 (Humber), LO-182, 188 (Canadore) (L-0)

(1) - Academic
40, 41, 42, 43, 44, 45, 52, 74, 75 (M I)

(2) - Academic Related
46, 47, 48, 50, 54, 55, 63, 73 (M I)

(3) - Groups
64, 65, 69, 70, 71, 72 (M I)

(4) - Physical Related
49, 53, 61, 67 (M I)

(5) - "Doing"
51, 56, 57, 58, 59, 66 (M I)

S@ - Support Services - Life Skills
LO-176, 177, 178, 183, 190 (Conestoga), LO-175, 176, 177,
LO-179 (Humber), LO-176, 177, 178, 183, 190 (Canadore)
(L-0)

C@ - Support Services - Counselling
LO-194, 195, 197 (Northern), LO-194, 195, 197 (Conestoga),
LO-182, 183, 184, 185 (Humber), LO-194, 195, 197 (Canadore)
(L-0)

(b) - Orientation
LO-180, 186, 196 (Northern), LO-179, 180, 184, 186, 191
LO-196 (Conestoga), LO-178, 192 (Humber), LO-179,
LO-180, 184, 186, 191, 196 (Canadore),
LO-175, 176, 177, 178, 179, 180, 181, 182 (St.Clair)
(L-0)

Personnel - LO-193, 194, 195, 196, 197, 198 (Humber) (L-0)

DEFINITIONS

T: Teacher (Authority Structure) - "quality of the classroom environment created or supported by the teacher, e.g. student perceptions of teachers' decision-making style, student experiences with fairness in grades, opportunities for participation and expression in class, as well as measures of students' reputations for getting into trouble with school authorities". (QSL Manual)

S: Satisfaction (Social) - general well-being, quality of social experiences (QSL Manual)

C: Commitment (To work) - related to belief in consequences of school work and character of the work itself. (QSL Manual)

C (S-S) Commitment (subject specific) - commitment as related to specific subjects.

L-C: Locus of Control - student's perception of himself/herself in relation to the power of outside forces (e.g. student perceiving his destiny as other controlled; student perceiving his destiny as in his own hands).

S-C: Self-Concept - student's feelings of his/her own adequacy and worthiness; his/her feelings of security in relation to his/her peers.

S-R: Self-Reliance - level of student's desire for independence, his/her perception of his/her capability in taking initiative.

N-D: Need for Direction - level of defined structure student perceives himself/herself as requiring (e.g. well-defined limits clear rules and instructions.)

E: Conditions of Learning - tangible, non-academic items that affect a student's feelings about his/her schooling experience (e.g. attendance taking, noise level, timetable, social events, physical aspects of the building.)

(M): Marks - student's perception of the relation of marks to his/her actual achievement

(O): Independent - items that stand alone, independent of clusters

(1): Academic - items on, or likely to be on, a course of studies that the student is pursuing or has pursued

(2): Academic Related - items that follow from the student's academic learning

(3): Groups - student's feelings about his/her participating actively in group situations

(4): Physical Related - student's level of interest in sports and physical fitness

(5): "Doing" - student's active interest in being involved in activities outside or following his/her retraining program

(S): Support Services - Life Skills - student's perceptions of Life Skills

(C): Support Services - Counselling - student's perceptions of Counselling

(b): Orientation - student's perceptions of Orientation

Personnel: student's perceptions of staff and administrators.

No.

CAAT
STUDENT
SURVEY

COLLEGE

Time survey begun:

Time survey finished:

TO THE STUDENTS

December 2, 1976

First of all, we would like to thank you for helping us to develop a questionnaire to find out how adults feel about their learning situation. Without your help we could not develop the right questions to ask adult students such as yourselves.

Secondly, knowing how you feel about your school and about what you learn is, to some extent, as important as how well you do in your subjects. To our knowledge, there is no questionnaire available in North America that asks how adults feel about their school. So you are involved in a pilot project.

Because this is a pilot project to develop a questionnaire for adults, this survey differs from those that are conducted to find out people's feelings. What we would like you to do is answer as if this survey was meant to obtain your feelings about this college. At the same time, could you make a cross beside any question you have difficulty with - for example, if a question seems to mean two different things to you, or if you don't like the question itself. Also, if on any question you have no opinion, then leave the question blank.

There are two different questionnaires that we have changed and are testing, therefore there will be some questions which seem to be the same. Answer these questions anyway.

We will treat all answers to the questions in this survey confidentially. No answers that a particular individual gives will be used or referred to in any reports. But this does not mean that you will be anonymous. We need to know the name of each student in order to make comparisons of age, sex, years of education in high school, etc. The questionnaire has a number on it which corresponds to a number on a card on which you will put your name. Only we will have access to names; no administrators or faculty will be able to find out how any individual student answered the questions on the actual questionnaire.

We appreciate your willingness to respond to the questionnaire and hope that you can answer all the questions. We will let each college that participates know the results of this trial run of the questionnaire. We think you will enjoy reflecting about your college and how it might be improved.

Once again thank you for your help.



Clive L. Copeland

Joan Sharman

Canadore College

P.S. If you have any difficulty, please don't hesitate to ask us to make ourselves clear about what we are trying to find out.

BACKGROUND INFORMATION

1. Name of College: _____

Campus: _____

2. Check one of the spaces below, more if necessary. Give your best guess about how long you have been in one or more of the programs.

Type of Program	Skill Training	Academic Upgrading	Post Secondary	Other (specify)
Length of time in program (in weeks)				
less than 1				
1 - 5				
6 - 10				
11 - 15				
16 - 20				
20 +				
If completed, give number of weeks				

3. SEX: Female: _____ Male: _____

4. Age at last birthday: _____

5. Mother tongue: French: _____

English: _____

Other(specify) _____

December 2, 1976.

PART I.

CANADORE STUDENT SURVEY

Check one (✓) answer that tells best what YOU think.

Strongly
Agree Agree Disagree Strongly Disagree

1. I count the minutes until
classes end

2. If I had a choice, I'd
choose

- 1. the same teachers I have now
- 2. most of the teachers I have now
- 3. a few of the teachers I have now
- 4. none of the teachers I have now

Strongly
Agree Agree Disagree Strongly Disagree

3. Most of the time I do not
want to go to school

4. My teachers want me to do
things their way and not
my own

5. What we do in school
interests me

6. My teachers often act as if
their opinions are right and
the students' opinions are
wrong

7. I am happy when I am in
school

8. I like my teachers in
school

9. I often daydream in school

...12

	Strongly Agree	Agree	Disagree	Strongly Disagree
10. My teachers favour some students more than others				
11. I like school very much				
12. Most of my teachers listen to what I have to say				
13. Most of the topics we study can't end soon enough to suit me:				
A. In _____				
B. In _____				
C. In _____				
D. In _____				
E. In _____				
14. Most of my teachers like me to ask questions				
15. I am eager to get to:	_____	_____	_____	_____
	1) all my classes	2) some of my classes	3) none of my classes	
16. How would you compare most of your present teachers to most of the teachers you had before?	_____	_____	_____	_____
	1) far above average	2) above average	3) average	4) below average
	5) far below average			
17. In school, I get so interested in my work I don't want to stop	Often	Sometimes	Seldom	Never

	Strongly Agree	Agree	Disagree	Strongly Disagree
--	-------------------	-------	----------	----------------------

18. My teachers encourage me to do things my own way

19. The school and I are like:

- 1) good friends
- 2) friends
- 3) distant relatives
- 4) strangers
- 5) enemies

	Strongly Agree	Agree	Disagree	Strongly Disagree
--	-------------------	-------	----------	----------------------

20. The work I do is important

- A. In _____
- B. In _____
- C. In _____
- D. In _____
- E. In _____

21. My teachers and I are on the same wavelength

22. I like school very much when I am

- A. In _____
- B. In _____
- C. In _____
- D. In _____
- E. In _____

23. The things I get to work on in school are:

- 1) great stuff - really interesting to me
- 2) good stuff - pretty interesting to me
- 3) O.K. - school work is school work
- 4) dull stuff - not very interesting to me
- 5) garbage - a total loss for me

	<u>Strongly Agree</u>	<u>Agree</u>	<u>Disagree</u>	<u>Strongly Disagree</u>
--	-----------------------	--------------	-----------------	--------------------------

24. My teachers care about students' feelings

<u>Always</u>	<u>Often</u>	<u>Sometimes</u>	<u>Seldom</u>	<u>Never</u>
---------------	--------------	------------------	---------------	--------------

25. I enjoy the work I do in school

	<u>Strongly Agree</u>	<u>Agree</u>	<u>Disagree</u>	<u>Strongly Disagree</u>
--	-----------------------	--------------	-----------------	--------------------------

26. Work in school keeps me busy but it's just a waste of time

<u>Always</u>	<u>Often</u>	<u>Sometimes</u>	<u>Seldom</u>	<u>Never</u>
---------------	--------------	------------------	---------------	--------------

27. I feel that I can go to a teacher when I have problems.

<u>Always</u>	<u>Often</u>	<u>Sometimes</u>	<u>Seldom</u>	<u>Never</u>
---------------	--------------	------------------	---------------	--------------

28. School work is dull and boring for me

	<u>Strongly Agree</u>	<u>Agree</u>	<u>Disagree</u>	<u>Strongly Disagree</u>
--	-----------------------	--------------	-----------------	--------------------------

29. A great deal that happens to me is just a matter of chance

<u>Always</u>	<u>Often</u>	<u>Sometimes</u>	<u>Seldom</u>	<u>Never</u>
---------------	--------------	------------------	---------------	--------------

30. I can do many things well

<u>Always</u>	<u>Often</u>	<u>Sometimes</u>	<u>Seldom</u>	<u>Never</u>
---------------	--------------	------------------	---------------	--------------

31. Good luck is just as important as hard work for success

<u>Always</u>	<u>Often</u>	<u>Sometimes</u>	<u>Seldom</u>	<u>Never</u>
---------------	--------------	------------------	---------------	--------------

32. My opinion is just as good as anyone else's

<u>Always</u>	<u>Often</u>	<u>Sometimes</u>	<u>Seldom</u>	<u>Never</u>
---------------	--------------	------------------	---------------	--------------

33. When things go well for me, it is usually because of something I did by myself

<u>Always</u>	<u>Often</u>	<u>Sometimes</u>	<u>Seldom</u>	<u>Never</u>
---------------	--------------	------------------	---------------	--------------

	<u>Strongly Agree</u>	<u>Agree</u>	<u>Disagree</u>	<u>Strongly Disagree</u>
--	-----------------------	--------------	-----------------	--------------------------

34. I often feel I do not have enough control over the direction my life is taking _____

35. I can do some things better than other students here _____

36. When I plan ahead, my plans usually work out _____

37. If I could change, I would be someone other than myself _____

38. I often feel I have little influence over the things that happen to me _____

39. People like me have a good chance of succeeding in this world _____

December 2, 1976,

Example response:

Following College rules:

Very Important	Of some Important	Of little Importance	Of no Importance
-------------------	----------------------	-------------------------	---------------------

If you find that following College rules is very important to you, mark or X directly under VERY IMPORTANT

Very Important	Of some Important	Of little Importance	Of no Importance
-------------------	----------------------	-------------------------	---------------------

40. Learning math

41. Learning science

42. Learning English

43. Learning spelling

44. Learning grammar

45. Learning to read
better

46. Reading stories

47. Reading newspapers
and magazines48. Expressing my ideas
in written form49. Our college sports
events

11/2

	<u>Very</u> <u>Important</u>	<u>Of some</u> <u>Important</u>	<u>Of little</u> <u>Importance</u>	<u>Of no</u> <u>Importance</u>
--	---------------------------------	------------------------------------	---------------------------------------	-----------------------------------

50. Choosing the teacher(s)
I want to work with
in the program

51. Going to the Public
Library

52. Doing a science
experiment

53. Getting into good
physical condition

54. Studying

55. Passing tests

56. Taking a skill
course

57. Voting

58. Going on to College
or University

59. Getting a job

60. Students' Council

	<u>Very</u> <u>Pleasant</u>	<u>Pleasant</u>	<u>Neither</u> <u>Pleasant nor</u> <u>Unpleasant</u>	<u>Very</u> <u>Unpleasant</u>
--	--------------------------------	-----------------	--	----------------------------------

61. Going to our college
sports events

62. Attendance being
taken

	Very Interesting	Of some Interesting	Of little Interest	Of no Interest
--	---------------------	------------------------	-----------------------	-------------------

63. Poems

64. Participating in large group discussions	Very important	Very pleasant
	Important	Pleasant
	Of some importance	Neither pleasant nor unpleasant
	Of little importance	Unpleasant
	Of no importance	Very unpleasant

65. Participating in small group discussions	Very important	Very pleasant
	Important	Pleasant
	Of some importance	Neither pleasant nor unpleasant
	Of little importance	Unpleasant
	Of no importance	Very unpleasant

66. Making things with my hands	Very important	Very pleasant
	Important	Pleasant
	Of some importance	Neither pleasant nor unpleasant
	Of little importance	Unpleasant
	Of no importance	Very unpleasant

67. Participating in college sports	Very important	Very pleasant
	Important	Pleasant
	Of some importance	Neither pleasant nor unpleasant
	Of little importance	Unpleasant
	Of no importance	Very unpleasant

68. Coffee breaks	Very important	Very pleasant
	Important	Pleasant
	Of some importance	Neither pleasant nor unpleasant
	Of little importance	Unpleasant
	Of no importance	Very unpleasant

69. Talking in a small group about my own ideas	Very important	Very pleasant
	Important	Pleasant
	Of some importance	Neither pleasant nor unpleasant
	Of little importance	Unpleasant
	Of no importance	Very unpleasant

70.	Talking in a small group about my own feelings	Very important	Very pleasant
		Important	Pleasant
		Of some importance	Neither pleasant nor unpleasant
		Of little importance	Unpleasant
		Of no importance	Very unpleasant
71.	Talking in a large group about my own ideas	Very important	Very pleasant
		Important	Pleasant
		Of some importance	Neither pleasant nor unpleasant
		Of little importance	Unpleasant
		Of no importance	Very unpleasant
72.	Talking in a large group about my own feelings	Very important	Very pleasant
		Important	Pleasant
		Of some importance	Neither pleasant nor unpleasant
		Of little importance	Unpleasant
		Of no importance	Very unpleasant
73.	Tests	Very important	Very pleasant
		Important	Pleasant
		Of some importance	Neither pleasant nor unpleasant
		Of little importance	Unpleasant
		Of no importance	Very unpleasant
74.	Learning about Canadian history	Very important	Very pleasant
		Important	Pleasant
		Of some importance	Neither pleasant nor unpleasant
		Of little importance	Unpleasant
		Of no importance	Very unpleasant
75.	Learning about other countries	Very important	Very pleasant
		Important	Pleasant
		Of some importance	Neither pleasant nor unpleasant
		Of little importance	Unpleasant
		Of no importance	Very unpleasant

December 2, 1976

Example response:

School is just what I expected it to be

Strongly Disagree	Disagree	Agree	Strongly Agree
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

If you feel that you strongly disagree that school is what you expected it to be, put an X or in Strongly Disagree.

	Strongly Disagree	Disagree	Agree	Strongly Agree
76. Most of my teachers accept me the way I am	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
77. No one in school understands my problems	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
78. Most of my teachers don't really listen when I ask questions	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
79. I have noticed that a lot of students have dropped out	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
80. I wish other students wouldn't sit in my favourite study place	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
81. I like to spend as much time as it takes to do well in school	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
82. I find the testing centre is a comfortable room to take tests in	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
83. I wish there were more rules in the school	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
84. I feel that school is preparing me for my life's work	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

.../2



Strongly
Agree



Agree



Disagree



Strongly
Disagree

85. I usually feel that I am left out of things in school _____

86. I feel that I am treated like an adult in this school _____

87. I like to study lots of things, even if I don't learn them well _____

88. I usually like to have a study place of my own in school _____

89. When I do poorly in school, it is usually somebody else's fault _____

90. I want to learn one thing well before going on to the next thing _____

91. I don't learn well if I'm given too much free time _____

92. I feel I am just as important in school as any other student _____

93. I would rather have almost any job than go to school _____

94. Luck is just as important as work for doing well in school _____

95. I wish more students knew my name _____

96. I find it easy to do well in the program _____



Strongly
Disagree



Disagree



Agree



Strongly
Agree

97. I wish there were more quiet
study areas

98. Marks don't show how good my
schoolwork really is

99. I like to learn in school

100. Most of my teachers like me as
much as they like other students

101. I like to study day by day,
without knowing what topic is
coming next

102. I feel that the students should
run more social events, such as
dances

103. Sometimes I don't earn the marks
I get in school

104. Most of my teachers like to help
me learn

105. There aren't enough teachers in
our program

106. I enjoy getting out of the
learning areas for coffee breaks

107. I have questions I never get a
chance to ask my teachers

108. It's my fault if I fail in school



Strongly
Agree



Agree



Disagree



Strongly
Disagree

109. The school puts too much pressure on me to finish my daily work _____

110. Most of my teachers like to see my work _____

111. I wish that the vending machines were working better _____

112. I need to have a clear outline of what is offered in each subject _____

113. I am encouraged to develop my own ideas _____

114. I usually feel I am a part of what is going on in school _____

115. I do better work than other students here _____

116. I get confused because I don't know why I'm studying some things _____

117. Most of my teachers insist on changing the way I am _____

118. This school helps students to think for themselves _____

119. Students who don't follow school rules should be punished _____

120. I often get upset when I make a mistake in front of other students _____



Strongly
Disagree



Disagree



Agree



Strongly
Agree

121. Marks in school don't tell much about what people really know _____

122. A lot of students will not complete this program _____

123. School staff members are interested in helping students with their personal problems _____

124. What I want to do in the world has nothing to do with what I'm learning in school _____

125. Even when I don't do well in school, I keep trying _____

126. Most of my teachers don't really listen to what I have to say _____

127. I know a lot more than my marks in school show _____

128. Surveys like this one are useful _____

129. I think coffee breaks are important _____

130. It is hard to find a space in the student parking lot _____

131. Other students do better work than I do _____

132. I feel that I'm doing a good job of learning in school _____

Strongly
Disagree Disagree Agree Strongly
Agree

133. I wouldn't go to school if I
didn't have to _____

134. Students have a chance to decide
the school's rules and
regulations _____

135. Most of the teachers go out of
their way to help me _____

136. Most of my teachers care about
my feelings _____

137. The teachers like some of the
students more than others _____

138. If I had a job, I would quit
today _____

139. Most of my teachers care about
how much I learn _____

Almost Always Often Sometimes Seldom Never

140. I like to know exactly
what I'm supposed to be
learning in school _____

141. I have too much work to
do in school _____

142. I would be willing to
cheat to pass in school _____

143. Working hard in school
pays off _____

144. I wish I could quit
school _____

Almost Always Often Sometimes Seldom Never

145. We do interesting things in school

146. I like my teachers to tell me exactly what to do

147. I wish I had more chance to give my opinion in school

148. Students are treated fairly even if they are being disciplined for breaking college rules

149. In school, I am pressured to finish my daily work

150. I like to study what the school decides is most important

151. School isn't worth the effort it takes to succeed

152. I like to help other students with their work

153. I want to be able to choose what I should learn in school

154. I want to decide for myself what I study in this school

155. I feel I am in over my head in this school

Never Seldom Sometimes Often Almost Always

156. I feel like dropping out _____

157. I like to work at my own speed _____

158. I get a chance to say what I would like to learn in the program _____

159. I do schoolwork because it is enjoyable _____

160. I am capable of working on my own in school _____

161. I need to work in a group rather than by myself _____

162. I like other students to help me with my school-work _____

163. In school, I would rather learn a lesson in a class than learn a lesson alone _____

164. The study areas are too noisy _____

165. I like my teachers to set contracts for me _____

166. I like my teachers to see my work _____

167. The learning areas are usually: 1. Very Noisy _____
2. Noisy _____
3. Okay _____
4. Fairly Quiet _____
5. Quiet _____

December 2, 1976

In this section, we want to hear your thoughts and ideas about your experiences here at school. There are no right or wrong answers to any of these questions, and the best answers are the ones that are most honestly true for you.

168. What do you plan to do with your life after you leave this program?

169. What would you recommend to a friend if he or she were about to enter this program?

170. Would you like to have any changes made to the program?

YES NOT REALLY SURE NO

If Yes, what changes would you like to see made to the program:

(teaching staff, science, maths, communications, orientation, the books, the room, the building, furniture, media equipment, hours, attendance system, and so on?)

171. Which course(s) do you find the most difficult (if any)?

NONE

If any, what do you find difficult about the course(s)?

172. Seriously now, what do you really think about the program?

173. What do you think of this questionnaire?

174. What do you think the results of this study might do?

December 2, 1976.

PART IV

CANADORE STUDENT SURVEY

LOCAL OPTIONS

	Strongly Agree	Agree	Disagree	Strongly Disagree
175. I prefer to stay in one place for most of my subjects				
176. I should be able to take a life skills program for as long as I'm in school				
177. I understand myself better since taking life skills				
178. I feel better about myself since taking life skills				
179. I would prefer to stay in the orientation program while I am in school				
180. I felt good in my first few days in school				
181. I enjoy meeting other students in the hallways				
182. I would like to have some summer holidays				
183. Life skills has helped me to adapt to the system in this school				
184. The orientation program has helped me to understand the system in this school				
185. I don't like to change rooms so often for different subjects				
186. The regular program is too different from the orientation program				
187. I am just as important as any other student in the whole college				
188. I think it is important to be bilingual				

	<u>Strongly Agree</u>	<u>Agree</u>	<u>Disagree</u>	<u>Strongly Disagree</u>
--	-----------------------	--------------	-----------------	--------------------------

189. I think it is important for students to have their own lunch room _____

190. I understand my fellow students better since taking life skills _____

191. I like the gradual phasing from the orientation program into the regular program _____

Almost Always Often Sometimes Seldom Never

192. I find it easy to get what I need from the Media Centre _____

193. I like studying maths on the computer _____

194. I am unwilling to discuss my personal problems, with anybody _____

195. I feel that the counsellor really helps me _____

196. I prefer the way things are done in the regular program to the way they are done in the orientation program _____

197. I feel comfortable talking to the counsellor _____

198. The learning areas are too... _____

Hot

--	--	--	--	--

 Cold

December 2, 1976.

PART IV

CANADORE STUDENT SURVEY

LOCAL OPTIONS

	Strongly Agree	Agree	Disagree	Strongly Disagree
175. I prefer to stay in one place for most of my subjects				
176. I should be able to take a life skills program for as long as I'm in school				
177. I understand myself better since taking life skills				
178. I feel better about myself since taking life skills				
179. I would prefer to stay in the orientation program while I am in school				
180. I felt good in my first few days in school				
181. I enjoy meeting other students in the hallways				
182. I would like to have some summer holidays				
183. Life skills has helped me to adapt to the system in this school				
184. The orientation program has helped me to understand the system in this school				
185. I don't like to change rooms so often for different subjects				
186. The regular program is too different from the orientation program				
187. I am just as important as any other student in the whole college				
188. Relearning things I have forgotten is important to me.				

Strongly
Agree Agree

Disagree Strongly
Disagree

189. I think it is important for students to have their own lunch room _____

190. I understand my fellow students better since taking life skills. _____

191. I like the gradual phasing from the orientation program into the regular program. _____

Almost Always Often Sometimes Seldom Never

192. I find it easy to get what I need from the Media Centre. _____

193. I like studying maths on the computer. _____

194. I am unwilling to discuss my personal problems, with anybody. _____

195. I feel that the counsellor really helps me. _____

196. I prefer the way things are done in the regular program to the way they are done in the orientation program. _____

197. I feel comfortable talking to the counsellor. _____

198. The learning areas are too... _____

Hot

--	--	--	--	--

 Cold

HUMBER LOCAL OPTIONSHUMBER

175. I understand myself better since taking Life Skills.

176. I feel better about myself since taking Life Skills.

177. Life Skills has helped me to adapt to the system in this school.

178. The orientation program has helped me to understand the system in this school.

179. I understand my fellow student's better since taking Life Skills.

Strongly Agree Agree Disagree Strongly Disagree

180. I find it easy to get what I need from the Learning Resource Centre.

181. I like studying Math on the computer.

182. I feel that the college counsellor really helps me.

183. I feel that the manpower counsellor really helps me.

184. I feel comfortable talking to the college counsellor.

185. I feel comfortable talking to the manpower counsellor.

186. The learning areas are

Almost Always Often Sometimes Seldom Never

very pleasant pleasant neither pleasant or unpleasant unpleasant very unpleasant

<u>Strongly Agree</u>	<u>Agree</u>	<u>Disagree</u>	<u>Strongly Disagree</u>
-----------------------	--------------	-----------------	--------------------------

187. Chatting in the cafeteria or lounge is important to me. _____

188. I feel that attending student-run social events is important. _____

Check one answer in each column that tells best how YOU feel.

189. Being on probation in school. _____

Very important
Important
Of some importance
Of little importance.
Of no importance.

Very threatening
Somewhat threatening
Not threatening

190. Signing in and out. _____

Very important
Important
Of some importance
Of little importance.
Of no importance

Very threatening
Somewhat threatening
Not threatening

191. Relearning things I have forgotten. _____

Very important
Important
Of some importance
Of little importance.
Of no importance

Very threatening
Somewhat threatening
Not threatening

192. Writing tests during orientation. _____

Very important
Important
Of some importance
Of little importance.
Of no importance

Very threatening
Somewhat threatening
Not threatening

Check one answer that tells best what YOU think.

How well do you know the following people?

I know him/her
to talk to

I recognize
him/her

I don't know
him/her at all

The Principal

The Dean

The Chairman

The Senior
Program
Coordinator

The Program
Coordinator

The Registrar

LOCAL OPTIONS

	<u>Strongly Agree</u>	<u>Agree</u>	<u>Disagree</u>	<u>Strongly Disagree</u>
175. I prefer to stay in one place for most of my subjects	_____	_____	_____	_____
176. Sharing the college with post secondary students is a good idea.	_____	_____	_____	_____
177. The two Math. classes should be one after the other.	_____	_____	_____	_____
178. The two Science classes should be one after the other.	_____	_____	_____	_____
179. The two Communications classes should be one after the other.	_____	_____	_____	_____
180. I felt good in my first few days in school.	_____	_____	_____	_____
181. I enjoy meeting other students in the hallways.	_____	_____	_____	_____
182. I would like to have some summer holidays.	_____	_____	_____	_____
183. I would like to participate in a physical education program after school.	_____	_____	_____	_____
184. I would only participate in a physical education program if it was a part of the school day (9-4).	_____	_____	_____	_____
185. I don't like to change rooms so often for different subjects.	_____	_____	_____	_____
186. The regular program is too different from the orientation program.	_____	_____	_____	_____
187. I am just as important as any other student in the whole college.	_____	_____	_____	_____
188. I think it is important to be bilingual.	_____	_____	_____	_____

	<u>Strongly</u>	<u>Agree</u>	<u>Disagree</u>	<u>Strongly</u>	<u>Disagree</u>
189. I would like the school day to start earlier than 9:00 a.m.					
190. I would like the school day to start later than 10:00 a.m.					
191. The lunch hour is too long.					

	<u>Almost</u>	<u>Always</u>	<u>Often</u>	<u>Sometimes</u>	<u>Seldom</u>	<u>Never</u>
192. I find it easy to get what I need from the Media Centre						
193. I like studying maths on the computer						
194. I am unwilling to discuss my personal problems, with anybody						
195. I feel that the counsellor really helps me						
196. I prefer the way things are done in the regular program to the way they are done in the orientation program						
197. I feel comfortable talking to the counsellor						
198. The learning areas are too:						

Hot Cold

LOCAL OPTION QUESTIONS

	Strongly Agree	Agree	Disagree	Strongly Disagree
1. The orientation program has helped me to understand the system in this school.				
2. The orientation program was too short.				
3. The orientation program was too long.				
4. The regular program is too different from the orientation program.				
5. I didn't/don't want to leave the orientation program.				
6. I would prefer to stay in the orientation program while I am in school.				
7. I like the gradual phasing from the orientation program into the regular program.				
8. I prefer the way things are done in the regular program to the way they are done in the orientation program.				
	Always	Often	Sometimes	Seldom Never

Minnesota School Affect Assessment

Form CU

SCHOOL	CLASS	CODE NUMBER
①①①①	①①	①①①①①①
②②②②	②②	②②②②②②
③③③③	③③	③③③③③③
④④④④	④④	④④④④④④
⑤⑤⑤⑤	⑤⑤	⑤⑤⑤⑤⑤⑤
⑥⑥⑥⑥	⑥⑥	⑥⑥⑥⑥⑥⑥
⑦⑦⑦⑦	⑦⑦	⑦⑦⑦⑦⑦⑦
⑧⑧⑧⑧	⑧⑧	⑧⑧⑧⑧⑧⑧
⑨⑨⑨⑨	⑨⑨	⑨⑨⑨⑨⑨⑨

Do Not Mark

GRADE	SEX
4	Boy <input type="radio"/>
5	Girl <input type="radio"/>
6	
7	
8	
9	
10	
11	
12	

SAMPLE QUESTION
FOR PART 1:

0 Watching TV at home

important unimportant
pleasant unpleasant

Part 1

Black in one circle in each row to show how YOU feel about what is written across the top of the box

1 Learning math	8 Going over ideas that I have already learned	15 Large group discussions
important <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> unimportant pleasant <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> unpleasant	important <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> unimportant pleasant <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> unpleasant	important <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> unimportant pleasant <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> unpleasant
2 Learning science	9 Following school rules	16 Small group discussions
important <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> unimportant pleasant <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> unpleasant	important <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> unimportant pleasant <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> unpleasant	important <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> unimportant pleasant <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> unpleasant
3 Learning about other countries	10 Listening to the teacher	17 Reading stories
important <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> unimportant pleasant <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> unpleasant	important <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> unimportant pleasant <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> unpleasant	important <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> unimportant pleasant <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> unpleasant
4 Learning English (language arts)	11 Listening to other students talk to the class	18 Reading newspapers
important <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> unimportant pleasant <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> unpleasant	important <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> unimportant pleasant <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> unpleasant	important <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> unimportant pleasant <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> unpleasant
5 Learning spelling	12 Finishing my school work on time	19 Writing stories
important <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> unimportant pleasant <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> unpleasant	important <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> unimportant pleasant <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> unpleasant	important <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> unimportant pleasant <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> unpleasant
6 Learning about music	13 Choosing who I want to work with in class	20 Listening to music
important <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> unimportant pleasant <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> unpleasant	important <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> unimportant pleasant <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> unpleasant	important <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> unimportant pleasant <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> unpleasant
7 Learning to read better	14 Doing poorly on a test	21 Watching plays
important <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> unimportant pleasant <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> unpleasant	important <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> unimportant pleasant <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> unpleasant	important <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> unimportant pleasant <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> unpleasant

CODE
mark
①①①①
②②②②
③③③③
④④④④
⑤⑤⑤⑤
⑥⑥⑥⑥
⑦⑦⑦⑦
⑧⑧⑧⑧
⑨⑨⑨⑨

Saint Paul Public School District 196, Paramount, Minnesota.

under ESEA Title III grant 33-71-4014 by the

Educational Development, University of Minnesota

Grades 4-6 skip this column

22 Making things with my hands	Important <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> unimportant pleasant <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> unpleasant	33 Myself	Important <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> unimportant pleasant <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> unpleasant	44 Learning a foreign language	Important <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> unimportant pleasant <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> unpleasant
23 Doing schoolwork by myself	Important <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> unimportant pleasant <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> unpleasant	34 Poems	Important <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> unimportant pleasant <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> unpleasant	45 Learning home economics	Important <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> unimportant pleasant <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> unpleasant
24 Doing schoolwork with other students	Important <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> unimportant pleasant <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> unpleasant	35 Learning about history	Important <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> unimportant pleasant <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> unpleasant	46 Voting in elections	Important <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> unimportant pleasant <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> unpleasant
25 Going to school sports events	Important <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> unimportant pleasant <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> unpleasant	36 Helping other students to learn	Important <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> unimportant pleasant <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> unpleasant	47 Going to college	Important <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> unimportant pleasant <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> unpleasant
26 Participating in school sports	Important <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> unimportant pleasant <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> unpleasant	37 Being in good physical condition	Important <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> unimportant pleasant <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> unpleasant	48 Getting a job	Important <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> unimportant pleasant <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> unpleasant
27 The library	Important <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> unimportant pleasant <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> unpleasant	38 Being a good student	Important <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> unimportant pleasant <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> unpleasant	49 Learning about business	Important <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> unimportant pleasant <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> unpleasant
28 Famous plays	Important <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> unimportant pleasant <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> unpleasant	39 Being liked by other students	Important <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> unimportant pleasant <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> unpleasant	50 Industrial arts	Important <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> unimportant pleasant <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> unpleasant
29 Art	Important <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> unimportant pleasant <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> unpleasant	40 Being liked by teachers	Important <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> unimportant pleasant <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> unpleasant	51	Important <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> unimportant pleasant <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> unpleasant
30 Doing a science experiment	Important <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> unimportant pleasant <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> unpleasant	41 Knowing how things work	Important <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> unimportant pleasant <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> unpleasant	52	Important <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> unimportant pleasant <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> unpleasant
31 Recess	Important <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> unimportant pleasant <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> unpleasant	42 Getting good marks on my schoolwork	Important <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> unimportant pleasant <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> unpleasant	53	Important <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> unimportant pleasant <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> unpleasant
32 Working with the same group	Important <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> unimportant pleasant <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> unpleasant	43 Having a place of my own in the school	Important <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> unimportant pleasant <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> unpleasant	54	Important <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> unimportant pleasant <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> unpleasant

go on to the next page

Block in a circle in all 3 rows for items 66-76

55. Learning new ideas?

important unimportant
pleasant unpleasant

56. Teachers

important unimportant
pleasant unpleasant

57. Answering questions I have already heard before

important unimportant
pleasant unpleasant

58. Talking in a small group about my own ideas

important unimportant
pleasant unpleasant

59. Talking in a small group about my own feelings

important unimportant
pleasant unpleasant

60. Ideas

important unimportant
pleasant unpleasant

61. Feelings

important unimportant
pleasant unpleasant

62. The principal

important unimportant
pleasant unpleasant

63. Teacher aides

important unimportant
pleasant unpleasant

64. Counselors

important unimportant
pleasant unpleasant

65. Learning about our government

important unimportant
pleasant unpleasant

66. Answering questions I have never heard before

important unimportant
pleasant unpleasant
dangerous safe

72. Free time in school

important unimportant
pleasant unpleasant
dangerous safe

73. Tests

important unimportant
pleasant unpleasant
dangerous safe

74. My friends

important unimportant
pleasant unpleasant
dangerous safe

75. Making a mistake in class

important unimportant
pleasant unpleasant
dangerous safe

76. Choosing what I want to learn

important unimportant
pleasant unpleasant
dangerous safe

77. The lowest mark I can be happy about is a

○ ○ ○ ○
A B C D

End of Part I for grades 4-6.

DO NOT FILL IN ANY OF THE CIRCLES IN THE FOLLOWING TWO BOXES UNLESS TOLD TO DO SO BY THE PROCTOR.

Block in circles to show what courses you are taking in school this year.

- BUSINESS EDUCATION
- SCIENCE
- MATHEMATICS
- FOREIGN LANGUAGE
- ART
- MUSIC
- INDUSTRIAL ARTS
- WORK EXPERIENCE

Block in circles as instructed by the proctor to show special courses not listed in the box to the left.

- A
- B
- C
- D
- E
- F
- G

End of Part I for grades 7-12.

1 I have to hurry too much to finish my schoolwork.	0000 True False	23 Some school rules keep me from learning as well as I could.	0000 True False	57 I like to decide for myself what I study in school.	0000 True False
My teachers care about how much I learn.	0000 True False	30 I like working with the class, even if it's too fast or slow for me.	0000 True False	58 I like to know exactly what I'm supposed to be learning in class.	0000 True False
My teachers like me the way I am.	0000 True False	31 The principal thinks it's important to be my friend.	0000 True False	59 I feel that school is preparing me for my life's work.	0000 True False
I like teachers to keep students quiet.	0000 True False	32 I feel that I'm doing a good job of learning in school.	0000 True False	60 I like to learn something well before going on to something new.	0000 True False
Other students like to help me learn.	0000 True False	33 I wish more students knew my name.	0000 True False	61 Even when I don't do well in school, I like to keep trying.	0000 True False
My teachers are fair in marking my work.	0000 True False	34 I feel I am a part of what is going on in school.	0000 True False	62 I don't learn well if I'm given too much free time.	0000 True False
I like to work by myself in school.	0000 True False	35 No one in school understands my problems.	0000 True False	63 Some counselors in the school understand me pretty well.	0000 True False
I do schoolwork to make my teachers happy.	0000 True False	36 I don't like to work in groups.	0000 True False	64 I like to be marked on how hard I work.	0000 True False
I do schoolwork to make my parents happy.	0000 True False	37 My teachers like me as much as they like other students.	0000 True False	65 I like to be marked on how well I do compared with other students.	0000 True False
I do schoolwork to keep my teachers from getting mad at me.	0000 True False	38 I wish there were more rules in school.	0000 True False	66 I like to be marked on how much I have improved.	0000 True False
I do schoolwork to learn interesting things.	0000 True False	39 I like to learn by working together with other students.	0000 True False	67 When I do poorly in school, it's usually somebody else's fault.	0000 True False
I do schoolwork to be liked by other students.	0000 True False	40 My school marks show how much I know.	0000 True False	68 I wouldn't go to school if I didn't have to.	0000 True False
I do schoolwork because it's fun.	0000 True False	41 I like to study what the teacher thinks is most important.	0000 True False	69 I like my teachers to set clear goals for me.	0000 True False
My teachers are interested in what I have to say.	0000 True False	42 I like to get better marks than other students do.	0000 True False	70 I like to spend as much time as it takes to do well in school.	0000 True False
My friends want to do better work than me.	0000 True False	43 Teachers should punish students who don't follow rules.	0000 True False	71 Sometimes I don't deserve the marks I get in school.	0000 True False
Marks don't show how good your schoolwork really is.	0000 True False	44 My teachers think it is important to be my friend.	0000 True False	72 I can make good choices about what I should learn in school.	0000 True False
I like my teachers to tell me exactly what to do in class.	0000 True False	45 It's easy to do well in school.	0000 True False	73 I would rather have a job than go to school.	0000 True False
I like to work at my own speed, no matter what others are doing.	0000 True False	46 My teachers like to see my work.	0000 True False	74 I like to know what the plan of study is for the whole course.	0000 True False
My teachers care about my feelings.	0000 True False	47 I have lots of questions I never get a chance to ask.	0000 True False	75 I like to study lots of things, even if I don't learn them well.	0000 True False
I like to learn in school.	0000 True False	48 I like to help other students learn.	0000 True False	76 Luck is just as important as work for doing well in school.	0000 True False
I like to do better work than my friends.	0000 True False	49 I feel left out of things in school.	0000 True False	77 I get confused because I don't know why I'm studying some things.	0000 True False
My teachers like to help me learn.	0000 True False	50 I would like to be given more chances to say things in class.	0000 True False	78 School isn't worth the effort it takes to succeed.	0000 True False
I know a lot more than my marks in school show.	0000 True False	51 I like to work with students who learn at my own speed.	0000 True False	79 What I want to do in the world has nothing to do with school.	0000 True False
I am just as important in the school as any other student.	0000 True False	52 My teachers want to change the way I am.	0000 True False	80 I like to study day by day, without knowing what's coming next.	0000 True False
Some of my teachers understand me pretty well.	0000 True False	53 Marks in school don't tell much about what people really know.	0000 True False	81 I like to go on to new topics, even if I haven't learned much.	0000 True False
I want other students to leave me alone.	0000 True False	54 I like to have the teacher see my work.	0000 True False	82 If I fail in school, it's because I'm not really trying.	0000 True False
My teachers give me too much work to do.	0000 True False	55 I don't get enough time to answer questions in class.	0000 True False	83 I am willing to cheat to get good marks.	0000 True False
My teachers don't really listen when I answer questions.	0000 True False	56 The school is too noisy.	0000 True False	84 Working hard in school pays off.	0000 True False

DRAFT OUTLINE
OF A MANUAL ON
ADMINISTERING THE
CAAT STUDENT SURVEY

INTRODUCTION

The following pages contain a brief point-by-point outline of the main objectives to be followed in administering the CAAT Student Survey (CSS) in its first and unrevised form.

Described is the preparation for administering the survey, the actual administration, and the results to be prepared for dissemination to each participating college.

The survey was originally administered to 758 students at eight Ontario community colleges. Two hundred and eighteen students were interviewed privately. The same two persons (Clive Copeland and Joan Sharman) Administered the survey and interviewed the students at all the colleges.

PREPARATION

1. The co-operation of all administration and faculty members (especially teachers) is essential to ensure that student responses are not pre-determined. The faculty must be assured that the CSS is not to be used as a weapon against them as a group or as individuals.
2. The students need to be informed that the CSS is not a test in any way but that it is an instrument through which they can express their honest opinions without threat of reprisal. It should be explained to them that the purpose of the CSS is to improve their college and their programs.
3. All administrative details (rooms to be used, schedules, etc.) should be arranged in advance of the survey. As well, Local Option items, if being used, should be tentatively prepared in advance and finalized with the persons administering the survey so that they can be incorporated with the general survey.

ADMINISTRATION

1. Administrators of the survey should be non-threatening personnel, preferably from outside the college being surveyed. Students respond much more openly when they are assured that the survey administrators are interested primarily in them and not in obtaining expected opinions of the college and its personnel.
2. Pre-Administration Seminar: This meeting with the students has a two-fold purpose - a) to explain the mechanics of responding to the survey items and answer any questions they may have (especially questions of confidentiality), and b) to create a free and non-threatening atmosphere in which they feel that their honest feelings can be expressed and accepted when they come to fill out the questionnaire.
3. Administration of the Survey: When the survey has been handed out, the students need assistance in filling out background information and subject specific items. Instructions for doing so should be repeated in various ways (preferably including overhead transparencies) and individual students still having difficulty should be willingly assisted. How to check off survey item choices should be explained orally to the students. (The examples given on the survey are not necessarily enough direction for some students). As each student completes his/her survey, it is handed in to the administrators and the student is dismissed for a coffee break and told at what time to return.

Students should feel free to ask the administrators about any items that cause difficulty. Unless it proves disruptive to other students, students consulting each other should be left free to do so. Students not yet at an adequate reading level, should be scheduled for a specific time and place to complete the survey by having it read to them.

4. Post-Administration Seminar: The purpose of this seminar is to obtain group reactions to the survey instrument. Students inevitably go on to discuss what really concerns them in their college and programs. Notes should be taken of all their concerns so that their college can be made aware of such concerns (individual students are never to be identified). At the end of this seminar, arrangements are made for interviews with individual students chosen at random.
5. Individual interviews: The location chosen in which to hold interviews with individual students is most important. When these are held in administrative offices, especially those with various barriers leading to them, many students are intimidated and some will simply not arrive for scheduled interviews. The ideal is to go to a student area (such as a cafeteria if it is big enough for the student to feel that he/she is anonymous there), and interview the students on their territory. There they feel the confidence of being "at home" and more quickly open up to the interviewer. Notes should be taken of all their comments. Again, concerns to do with their college and/or program can then be referred back to their college (as anonymous). Each student should be thanked for his/her co-operation.

6. In discussion with college personnel after completion of the survey process, any immediate concerns that have been noted should be discussed.

RESULTS

1. Data cards should be punched to show:
 - a) Number of cards bearing this survey number
 - b) Survey number
 - c) Programs completed and length of time in present program
 - d) Sex
 - e) Age
 - f) Mother tongue
 - g) Responses to survey items
2. Computer printouts showing the above information should be supplied to each participating college:
 - a) for its own surveyed students,
 - b) for the aggregate of all college students.
(to serve as a standard for comparison)
3. Manually computed responses to items 13, 20, 22 should be given to each college for its surveyed students. Any aggregate data possible from these items should also be supplied.
4. Tables and comments in response to open-ended items should be prepared for each college (and in aggregate where appropriate).
5. Notes from group discussions and individual interviews should be summarized whenever possible and when summaries are not appropriate, given to each college with as little editing as possible.

6. Seminars with the participating colleges should be held if possible:

- a) to disseminate results,
- b) to obtain input from the colleges,
- c) to allow each college time to discuss particular concerns with the administrators of the survey, and,
- d) to foster dialogue among colleges concerning common problems.